

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

## I. General Information

### Contact Information Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Romero (Marie C.) High	<b>District Name</b>	California Education Authority
<b>Principal</b>	Art Westerfield	<b>Superintendent</b>	Glenda Pressley (A)
<b>Street</b>	4545 Airport Road	<b>Street</b>	4241 Williamsborough Dr.
<b>City, State, Zip</b>	Paso Robles, Ca 93447-7008	<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	805-227- 2534	<b>Phone Number</b>	916-262-1500
<b>Fax Number</b>	805-227-2565	<b>Fax Number</b>	916-262-1510
<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>	<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>
<b>E-mail Address</b>	awesterfield@cya.ca.gov	<b>E-mail Address</b>	gpressley@cya.ca.gov
<b>CDS Code</b>	90-32276-4035903	<b>SARC Contact</b>	Jim Cripe

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

## School Description and Mission Statement

Marie C. Romero High School is located on the campus of El Paso de Robles Youth Correctional Facility and is one of the eight institutional schools within the Division of Juvenile Justice (DJJ). This institution is located on the Central Coast of California within San Luis Obispo County. The facility houses approximately 230 young men, whose average age is 17.3 years and length of stay is 15.4 months. The high school provides an education program that meets the state standards, including the areas of English Language Development, basic skills, special education and career-vocational training. Employability Skills and Impact of Crime on Victims are the character education classes that are an integral part of the curriculum. Our high school also has incorporated the values of "gate to gate" thinking and planning for all of our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.

The Mission Statement for MCRHS: ***"The goal of Marie C. Romero High School is to provide a safe and healthy learning environment within a correctional setting. Each student will be given the opportunity to change, and to reach his full potential, while pursuing high school graduation and pre-parole requirements."***

The Mission Statement for the California Education Authority (CEA): ***"The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner."***

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Art Westerfield</b>	<b>Contact Person Phone Number</b>	<b>805-227-2535</b>
Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan meetings. The Ward Family Council meets in the visiting center. Parents are encouraged to come to these meetings to discuss the programs and services for their students. Parents of local at-risk youth are exposed to EPdRYCF through the STOP program.			

## II. Demographic Information

### Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	61
Grade 1		Grade 10	89
Grade 2		Grade 11	82
Grade 3		Grade 12	37
Grade 4		Ungraded Secondary	0
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		Total Enrollment	269

### Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	82	30.5	Hispanic or Latino	152	56.5
American Indian or Alaska Native	2	0.7	Pacific Islander	0	0.0
Asian	3	1.1	White (Not Hispanic)	29	10.8
Filipino	0	0.0	Multiple or No Response	1	0.4

## III. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>02/22/06</b>	<b>Date Last Discussed with Staff</b>	<b>Monthly staff meetings</b>
The high school conducts quarterly fire drills in conjunction with the security section of the institution. We use the same drill for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of students during the drills is a joint responsibility between the faculty and the security team members. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband. All classrooms have either telephones or an intercom system to contact security in case of an emergency. All teachers have personal alarms. Safety training is ongoing for all school personnel.			

### School Programs and Practices That Promote a Positive Learning Environment

The high school provides an education program that meets the California State curriculum standards. Many of our classes include a curriculum infused with character education, which includes value-based themes. Our high school also has incorporated the values of "gate to gate" thinking and planning for all of our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

## IV. School Facilities

### School Facility Conditions – General Information

Sixteen of the original classrooms were built in 1954. The classrooms are clean and have been painted within the last six years. In 2004 all were upgraded with air conditioning. Heat is provided by a steam system. The new special education wing, built in 2000, has eight new classrooms. The vocational buildings have 11 shops. These were also upgraded with new cooling systems in 2004. The school is clean with minor repairs occurring during the school year. Classrooms have bathrooms that are regularly cleaned on a schedule. Classrooms are considered small, however our class size is no greater than 18 students. The average teacher to student ratio is 1:13.2.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	none		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)		X	Work orders submitted when broken glass or window frame damaged
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage		X	Minor repair project for covered walkway submitted
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds		X	Minor repair project to repave areas outside classrooms-
Other	N/A		

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	0	3	4	4.4	5.8	3	35	36	40
Mathematics	0	0	1	6	2.5	1.5	35	34	38
Science	2	1	2	4.3	2.5	2.5	27	25	27
History-Social Science	1	1	3	2.9	4	4	28	29	32

### CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	3				2		0
Mathematics	0				0		0
Science	0				2		0
History-Social Science	0				3		0

### CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	4	-	2	4	0	0
Mathematics		-		-		-
Science	2	-	6	2	0	0
History-Social Science	3	-	6	3	2	0

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT – All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	5	8		9.47	8.24		43	43	41
Mathematics	1	5		6.6	6.6		50	51	52

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT – Racial and Ethnic Subgroups

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT – Other Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

## Local Assessment

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9		2	21		4	0		16	28
10		6	29		9	6		24	36
11		12	45		11	4		30	40
12		2	75		21	21		30	71

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	8.1	N/A	8.1	10.1	11	10	26.7	25.8	27.5

## Academic Performance Index Academic Performance Index

### Adequate Yearly Progress (AYP)

### Federal Intervention Program

As an alternative school, JoHanna Boss High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

### State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	624	520	345	5,058	3,861	3,296	1,772,417	1,830,903	1,876,927
Number of Dropouts	0	0	0	0	0	0	47,871	58,189	61,253
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	2.7	3.2	3.3
Graduation Rate	100	100	100	100	100	100	87.0	86.7	85.3

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other					13.4	20			14.4	22		

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					12.7	6			12.4	12		
Mathematics					16.0	5			16.8	4		
Science					9.7	3			16.5	2		
Social Science					15.5	6			12.0	4		

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	<b>Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers</b>
<b>This School</b>	100%
<b>All Schools in District</b>	95%
<b>High-Poverty Schools in District</b>	
<b>Low-Poverty Schools in District</b>	

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Total Teachers</b>	37	34	28
<b>Teachers with Full Credential</b>	34	33	27
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internships)	1	1	1
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	3	1	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	<b>School</b>	<b>District</b>
<b>Doctorate</b>	0.0	6.3
<b>Master's Degree plus 30 or more semester hours</b>	21.4	9.4
<b>Master's Degree</b>	10.7	25.0
<b>Bachelor's Degree plus 30 or more semester hours</b>	57.1	43.8
<b>Bachelor's Degree</b>	0.0	6.3
<b>Less than Bachelor's Degree</b>	10.7	9.4

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.



	2004	2005	2006
<b>Vacant Teacher Positions</b>		0	0

## Teacher Evaluations

Teachers are evaluated a minimum of one time per year. The evaluation process involves direct classroom observation by an assistant principal or site principal. A standard rubric of classroom observation is used during the evaluation period. The evaluation is intended to be a cooperative effort with the teacher describing the students and curriculum as well as a description of the various strategies used to help the students achieve. Evaluations also include a review of classroom operations, student files, grading and student attendance.

## Substitute Teachers

Substitute teachers are either permanent intermittent teachers or temporary appointment teachers. All have a minimum of a 30-day emergency teaching permit, passed the CBEST, and have undergone the CEA background check. For the 2005-2006 school year, the high school plans to hire a minimum of six substitute teachers.

## Counselors and Other Support Staff

Title	FTE
<b>Counselor</b>	1.1
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Psychologist</b>	2.0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	2.0
<b>Resource Specialist (non-teaching)</b>	2.0
<b>Other (paraprofessionals-teaching assist.)</b>	6.0

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

# IX. Curriculum and Instruction

## School Instruction and Leadership

The teachers have received training in the use of cooperative learning as well as specifically designed instruction for students of second language. The teachers in the literacy classes have also received implicit instruction on strategies in the classroom to ensure that students are gaining reading comprehension, developing oral reading skills and writing skills. MCRHS has attained accreditation from the Western Association of Schools and Colleges. The school has a site-based leadership team that provides guidance and communication related to achieving the school-wide goals.

## Professional Development

MCRHS has five pupil free professional development days. They are on the school master calendar that is developed each July. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety as well as new policy and procedure. Additionally, teachers and faculty members can seek continuing education by attending conferences, SELPA activities and training sponsored by CEA.

## Quality and Currency of Textbooks and Instructional Materials

The English Language Arts curriculum and texts were adopted in 2003. New Science textbooks were ordered and received approximately eighteen months ago. New Mathematics texts were ordered and received in 2005. New Visual and Performing Arts texts were adopted and are currently being ordered. A Staff Information Systems Analyst position for a school LAN Manager was created and filled this year. This position is improving access to the student computer network.

Each year there is a site-specific budget process that allows for the faculty to prioritize spending for curriculum and supplementary supplies. Local decision-making is done by the School Leadership Team to prioritize spending for classroom materials. Additionally the CEA purchases for the district new materials.

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	We are in the process of purchasing additional instructional materials.
Mathematics	We are in the process of purchasing additional instructional materials.
Science	We are in the process of purchasing additional instructional materials.
History-Social Science	We are in the process of purchasing additional instructional materials.
Foreign Language	Not offered
Health	We do not offer a Health class at this time
Science Laboratory Equipment (grades 9-12)	We are in the process of purchasing additional instructional materials.

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	244	180 days
10	244	180 days
11	244	180 days
12	244	180 days

### Minimum Days in School Year

During the 2004-2005 school year MCRHS had 34 minimum school days.

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total

student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
0	0	0

## Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0

## SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test	0	0	0	0	0	0			
Average Verbal Score									
Average Math Score									

## College Admission Test Preparation Course Program

MCRHS does not have a college admission test preparation course.

## Workforce Preparation Programs

Students at MCRHS are involved in a pre-release program. Prior to graduation, 99% of students complete an employability skills class. As a part of their parole students are asked to develop a plan that includes employment and future education that can be completed while on parole. All special education students have a transition plan as a part of their Individual Education Plan. Currently, the school is beginning to address the transition plan for students qualified under the Title I guidelines.

## Career Technical Education (CTE) Programs

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
61	0	0	0	0	0	0

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,860.00	48,450.00
Mid-Range Teacher Salary	58,656.00	67,452.00
Highest Teacher Salary	67,512.00	86,454.00
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	77,772.00	90,200.00
Superintendent Salary	106,248.00	128,194.00
Percent of Budget for Teacher Salaries	95%	38.1
Percent of Budget for Administrative Salaries	1%	5.2

Negotiations are in process for an enhanced pay structure for CEA teachers.

### District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
pending	pending	\$7007.	\$6919.

These data are incomplete and approximate. Due to departmental consolidation (CDC and CYA) complete expenditure numbers will not be available until approximately September 2006.

### Types of Services Funded

Title 1/ESEA - Neglected and Delinquent  
 Title 3/ELL  
 Carl Perkins/Part A - State Leadership  
 Carl Perkins/Part B - Secondary Education  
 Workforce Investment ACT – Adult Education, Family Literacy  
 Special Education/IDEA Part B  
 Library-Media Program  
 Prop 98/General Fund  
 Lottery – State Special Fund